

**First Regular Session
Seventy-fourth General Assembly
STATE OF COLORADO**

PREAMENDED

*This Unofficial Version Includes Committee
Amendments Not Yet Adopted on Second Reading*

LLS NO. 23-0850.01 Alana Rosen x2606

HOUSE BILL 23-1231

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A BILL FOR AN ACT

101 **CONCERNING IMPROVING MATHEMATICS OUTCOMES IN**
102 **PRE-KINDERGARTEN THROUGH TWELFTH GRADE EDUCATION,**
103 **AND, IN CONNECTION THEREWITH, MAKING AN APPROPRIATION.**

Bill Summary

(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://leg.colorado.gov>.)

The bill requires the department of education (department), by January 2024, to make available free optional trainings in evidence-based practices in mathematics, including a training specifically designed for elementary school educators and a training specifically designed for secondary school mathematics educators. Each training must include

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.
Capital letters or bold & italic numbers indicate new material to be added to existing law.
Dashes through the words or numbers indicate deletions from existing law.

HOUSE
3rd Reading Unamended
April 13, 2023

HOUSE
Amended 2nd Reading
April 12, 2023

interventions to help students who are below grade level or struggling in mathematics, children with disabilities, and students who are English language learners. The training is available to relevant staff of school districts, related administrative units, district charter schools, institute charter schools, boards of cooperative services, and community-based organizations.

School district boards of education and institute charter schools are strongly encouraged to adopt procedures for schools to provide support to students in pre-kindergarten through twelfth grade and students' families to improve mathematics outcomes. Procedures may include:

- Identifying students who are below grade level or struggling in mathematics based on academic assessments;
- Notifying the parents, guardians, or legal custodians if a student is below grade level or struggling in mathematics;
- Providing parents, guardians, or legal custodians with a list of interventions to assist with mathematics at home, including any state-approved curriculum options, referrals for mathematics tutoring, or other intervention opportunities, when applicable;
- Publishing mathematics curricula annually, including supplemental curricula or interventions; and
- Implementing train-the-trainer or train-the-parent framework plans to improve mathematics achievements for students.

The bill creates the Colorado academic accelerator grant program (grant program). The purpose of the grant program is to create community learning centers that:

- Provide opportunities for academic enrichment and support activities during nonschool hours, periods when school is not in session, or during extended learning hours, including tutorial services; and
- Offer families of students opportunities for engagement in students' education, including opportunities for mathematics literacy and related educational development.

Eligible entities that apply to the grant program are selected for a grant that runs for a period of 3 years. The department shall prioritize eligible entities that:

- Adopt intervention strategies;
- Use evidence-informed and evidence-based programs that build student skills in STEM and mathematics;
- Use digital math accelerator programs;
- Serve high-needs students, as determined by the department; or
- Have an established presence and relationship in the community.

The bill requires school districts, public schools, the state charter school institute, and institute charter schools that are on an improvement plan, priority improvement plan, or a turnaround plan to identify strategies to address the needs of students who are below grade level or struggling in mathematics and set or revise, as appropriate, ambitious but attainable targets that the public school shall attain in reducing the number of students who are below grade level or struggling in mathematics to increase the number of students who achieve grade-level expectations in mathematics.

The bill amends the ninth-grade success grant program and requires the department to prioritize applicants that propose programming focused on evidence-based mathematics skills and intervention strategies, including a focus on students who are below grade level or struggling in mathematics and have academic achievement levels in mathematics that are consistently ranked the lowest for public high schools in the state, as determined by the department.

The bill includes a requirement that elementary and secondary school mathematics teacher candidates of educator preparation programs be trained in evidence-based practices in mathematics, including interventions to help students who are below grade level or struggling in mathematics, children with disabilities, and students who are English language learners.

The bill includes early numeracy as part of the continuing professional development requirements for teachers employed by a preschool provider. The department of early childhood shall include early numeracy as a subject matter area in the resource bank of preschool curricula for use by preschool providers.

1 *Be it enacted by the General Assembly of the State of Colorado:*

2 **SECTION 1.** In Colorado Revised Statutes, **add** 22-2-146.5 as
3 follows:

4 **22-2-146.5. Department of education - improving mathematics**
5 **outcomes - training and technical assistance - report - definitions.**

6 (1) AS USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE
7 REQUIRES:

8 (a) "CHILDREN WITH DISABILITIES" HAS THE SAME MEANING AS SET
9 FORTH IN SECTION 22-20-103.

10 (b) "EVIDENCE-INFORMED" MEANS A PROGRAM OR PRACTICE IN

1 MATHEMATICS THAT RELIES ON PEER-REVIEWED EVIDENCE TO ESTABLISH
2 A BASIS FOR ACCELERATING LEARNING. "EVIDENCE-INFORMED" INCLUDES
3 EVIDENCE-INFORMED CURRICULA, INTERVENTIONS, ACCELERATION
4 STRATEGIES, AND ASSESSMENT OPTIONS.

5 (c) "RURAL SCHOOL DISTRICT" MEANS A SCHOOL DISTRICT IN
6 COLORADO THAT THE DEPARTMENT DETERMINES IS RURAL BASED ON THE
7 GEOGRAPHIC SIZE OF THE SCHOOL DISTRICT AND THE DISTANCE OF THE
8 SCHOOL DISTRICT FROM THE NEAREST LARGE, URBANIZED AREA.

9 (d) "SMALL RURAL SCHOOL DISTRICT" MEANS A SCHOOL DISTRICT
10 IN COLORADO THAT THE DEPARTMENT DETERMINES IS RURAL BASED ON
11 THE GEOGRAPHIC SIZE OF THE SCHOOL DISTRICT AND THE DISTANCE OF THE
12 SCHOOL DISTRICT FROM THE NEAREST LARGE, URBANIZED AREA AND THAT
13 ENROLLS FEWER THAN ONE THOUSAND STUDENTS IN PRE-KINDERGARTEN
14 THROUGH TWELFTH GRADE.

15 (e) "TRAIN-THE-TRAINER" MEANS A TRAINING FRAMEWORK THAT
16 DEVELOPS EDUCATORS INTO SUBJECT MATTER EXPERTS WHO CAN TEACH
17 OTHER EDUCATORS ABOUT MATHEMATICS.

18 (2) BY JANUARY 2024 , THE DEPARTMENT SHALL CONTRACT WITH
19 AN ORGANIZATION, IN ACCORDANCE WITH THE "PROCUREMENT CODE",
20 ARTICLES 101 TO 112 OF TITLE 24, TO CREATE FREE OPTIONAL TRAININGS,
21 INCORPORATING THE TRAIN-THE-TRAINER MODEL, IN EVIDENCE-INFORMED
22 PRACTICES IN MATHEMATICS, INCLUDING A TRAINING SPECIFICALLY
23 DESIGNED FOR ELEMENTARY SCHOOL EDUCATORS AND A TRAINING
24 SPECIFICALLY DESIGNED FOR SECONDARY SCHOOL MATHEMATICS
25 EDUCATORS. EACH TRAINING MUST INCLUDE INTERVENTIONS AND
26 STRATEGIES TO GROW AND ACCELERATE STUDENT PROFICIENCIES IN
27 MATHEMATICS TO HELP STUDENTS WHO ARE BELOW GRADE LEVEL OR

1 STRUGGLING IN MATHEMATICS, CHILDREN WITH DISABILITIES, AND
2 STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS. TRAINING MAY
3 INCLUDE, BUT NEED NOT BE LIMITED TO, CONTENT ALIGNED WITH STUDENT
4 ACADEMIC STANDARDS, STANDARDS FOR MATHEMATICAL PRACTICE, AND
5 CULTIVATION OF MATHEMATICAL BEST PRACTICES AND MINDSETS. THE
6 TRAINING IS AVAILABLE TO RELEVANT STAFF OF SCHOOL DISTRICTS,
7 RELATED ADMINISTRATIVE UNITS, DISTRICT CHARTER SCHOOLS, INSTITUTE
8 CHARTER SCHOOLS, BOARDS OF COOPERATIVE SERVICES, AND
9 COMMUNITY-BASED ORGANIZATIONS, AS DEFINED IN SECTION 22-2-146.6.
10 THE DEPARTMENT SHALL KEEP RECORD OF THE SCHOOL DISTRICTS,
11 RELATED ADMINISTRATIVE UNITS, DISTRICT CHARTER SCHOOLS, INSTITUTE
12 CHARTER SCHOOLS, AND BOARDS OF COOPERATIVE SERVICES THAT
13 PARTICIPATE IN THE EDUCATOR TRAINING.

14 (3) THE DEPARTMENT, UPON REQUEST, SHALL PROVIDE TECHNICAL
15 ASSISTANCE TO RURAL SCHOOL DISTRICTS AND SMALL RURAL SCHOOL
16 DISTRICTS, INCLUDING ADMINISTRATIVE UNITS AND DISTRICT CHARTER
17 SCHOOLS, AND INSTITUTE CHARTER SCHOOLS IN RURAL AREAS. TECHNICAL
18 ASSISTANCE MUST INCLUDE IDENTIFYING BEST PRACTICES IN
19 MATHEMATICS, INCLUDING INTERVENTIONS TO HELP STUDENTS WHO ARE
20 BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS, CHILDREN WITH
21 DISABILITIES, AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

22 (4) THE DEPARTMENT SHALL PUBLISH, ON A CONTINUOUS BASIS, A
23 LIST OF EVIDENCE-INFORMED CURRICULA AND ASSESSMENT OPTIONS FOR
24 MATHEMATICS. THE DEPARTMENT SHALL CONSULT WITH SCHOOLS OF A
25 SCHOOL DISTRICT, DISTRICT CHARTER SCHOOLS, INSTITUTE CHARTER
26 SCHOOLS, EDUCATORS WHO TEACH MATHEMATICS, AND NATIONAL
27 EXPERTS AND REPOSITORIES TO UPDATE THE LIST OF EVIDENCE-INFORMED

1 CURRICULA AND ASSESSMENT OPTIONS FOR MATHEMATICS. THE
2 DEPARTMENT SHALL REVIEW THE LIST AND REMOVE MATERIAL, AS
3 NECESSARY, EVERY FOUR YEARS.

4 (5) THE DEPARTMENT SHALL PROVIDE AND REGULARLY UPDATE
5 EVIDENCE-INFORMED INTERVENTIONS FOR IMPROVING MATHEMATICS
6 ACHIEVEMENT, INCLUDING INTERVENTION OPTIONS THAT MAY BE
7 AVAILABLE TO PARENTS REMOTELY. THE DEPARTMENT SHALL PUBLISH
8 THE EVIDENCE-INFORMED INTERVENTIONS ON THE DEPARTMENT'S
9 WEBSITE.

10 (6) (a) NOTWITHSTANDING SECTION 24-1-136 (11)(a)(I), ON OR
11 BEFORE JULY 1, 2024, AND ON OR BEFORE JULY 1 EACH YEAR THEREAFTER,
12 THE DEPARTMENT SHALL REPORT TO THE EDUCATION COMMITTEES OF THE
13 HOUSE OF REPRESENTATIVES AND THE SENATE, OR THEIR SUCCESSOR
14 COMMITTEES, AND THE STATE BOARD CONCERNING THE ACTIVITIES AND
15 STATUS OF ANY TECHNICAL ASSISTANCE AND TRAINING PROVIDED
16 PURSUANT TO THIS SECTION.

17 (b) BEGINNING JANUARY 2025, THE DEPARTMENT SHALL REPORT
18 ON THE INFORMATION COLLECTED PURSUANT TO SUBSECTION (6)(a) OF
19 THIS SECTION, INCLUDING A LIST OF THE SCHOOL DISTRICTS, RELATED
20 ADMINISTRATIVE UNITS, DISTRICT CHARTER SCHOOLS, INSTITUTE CHARTER
21 SCHOOLS, AND BOARDS OF COOPERATIVE SERVICES THAT PARTICIPATE IN
22 THE EDUCATOR TRAINING PURSUANT TO SUBSECTION (2) OF THIS SECTION,
23 AT THE DEPARTMENT'S ANNUAL HEARING HELD PURSUANT TO THE
24 "SMART ACT", PART 2 OF ARTICLE 7 OF TITLE 2.

25 **SECTION 2.** In Colorado Revised Statutes, **add** 22-32-118.6 as
26 follows:

27 **22-32-118.6. Intervention strategies - improving mathematics**

1 **outcomes - definitions.** (1) AS USED IN THIS SECTION, UNLESS THE
2 CONTEXT OTHERWISE REQUIRES:

3 (a) "TRAIN-THE-PARENT" MEANS A TRAINING FRAMEWORK TO HELP
4 A PARENT, GUARDIAN, OR LEGAL CUSTODIAN ASSIST THE PARENT'S CHILD
5 IN UNDERSTANDING MATHEMATICS CONCEPTS.

6 (b) "TRAIN-THE-TRAINER" MEANS A TRAINING FRAMEWORK THAT
7 DEVELOPS EDUCATORS INTO SUBJECT MATTER EXPERTS WHO CAN TEACH
8 OTHER EDUCATORS ABOUT MATHEMATICS.

9 (2) EACH SCHOOL DISTRICT BOARD OF EDUCATION OR DISTRICT
10 CHARTER SCHOOL IS STRONGLY ENCOURAGED TO ADOPT PROCEDURES BY
11 WHICH THE SCHOOLS OF A SCHOOL DISTRICT OR DISTRICT CHARTER
12 SCHOOLS PROVIDE SUPPORT TO STUDENTS IN PRE-KINDERGARTEN
13 THROUGH TWELFTH GRADE AND STUDENTS' FAMILIES TO IMPROVE
14 MATHEMATICS OUTCOMES. PROCEDURES MAY INCLUDE:

15 (a) IDENTIFYING STUDENTS WHO ARE BELOW GRADE LEVEL OR
16 STRUGGLING IN MATHEMATICS BASED ON ACADEMIC ASSESSMENTS
17 ADMINISTERED PURSUANT TO SECTION 22-7-1006.3;

18 (b) NOTIFYING THE PARENTS, GUARDIANS, OR LEGAL CUSTODIANS
19 IF A STUDENT IS BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS;

20 (c) PROVIDING PARENTS, GUARDIANS, OR LEGAL CUSTODIANS WITH
21 A LIST OF INTERVENTIONS AND ACCELERATION STRATEGIES TO ASSIST
22 WITH MATHEMATICS AT HOME, INCLUDING A STATE-ADVISORY LIST OF
23 CURRICULA OPTIONS DESCRIBED IN SECTION 22-2-146.5, REFERRALS FOR
24 MATHEMATICS TUTORING, OR OTHER INTERVENTION OPPORTUNITIES,
25 WHEN APPLICABLE;

26 (d) PUBLISHING MATHEMATICS CURRICULA ANNUALLY, INCLUDING
27 SUPPLEMENTAL CURRICULA OR INTERVENTIONS; AND

1 (e) IMPLEMENTING TRAIN-THE-TRAINER OR TRAIN-THE-PARENT
2 FRAMEWORK PLANS TO IMPROVE MATHEMATICS ACHIEVEMENTS FOR
3 STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
4 MATHEMATICS; CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION
5 22-20-103; OR STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

6 (3) IF A SCHOOL DISTRICT BOARD OF EDUCATION ADOPTS
7 PROCEDURES PURSUANT TO THIS SECTION, A PARENT, GUARDIAN, OR
8 LEGAL CUSTODIAN MAY CONTACT THE SCHOOL DISTRICT IN WHICH THE
9 PARENT'S, GUARDIAN'S, OR LEGAL CUSTODIAN'S STUDENT IS ENROLLED TO
10 REQUEST ADDITIONAL MATHEMATICS INTERVENTIONS CREATED BY THE
11 DEPARTMENT PURSUANT TO SECTION 22-2-146.5 IF THE PARENT,
12 GUARDIAN, OR LEGAL CUSTODIAN DETERMINES THE STUDENT NEEDS
13 ADDITIONAL INTERVENTION SUPPORT.

14 **SECTION 3.** In Colorado Revised Statutes, **add 22-30.5-526.5**
15 as follows:

16 **22-30.5-526.5. Intervention strategies - improving**
17 **mathematics outcomes - definitions.** (1) AS USED IN THIS SECTION,
18 UNLESS THE CONTEXT OTHERWISE REQUIRES:

19 (a) "TRAIN-THE-PARENT" MEANS A TRAINING FRAMEWORK TO HELP
20 A PARENT, GUARDIAN, OR LEGAL CUSTODIAN ASSIST THE PARENT'S CHILD
21 IN UNDERSTANDING MATHEMATICS CONCEPTS.

22 (b) "TRAIN-THE-TRAINER" MEANS A TRAINING FRAMEWORK THAT
23 DEVELOPS EDUCATORS INTO SUBJECT MATTER EXPERTS WHO CAN TEACH
24 OTHER EDUCATORS ABOUT MATHEMATICS.

25 (2) EACH INSTITUTE CHARTER SCHOOL IS STRONGLY ENCOURAGED
26 TO ADOPT PROCEDURES BY WHICH THE INSTITUTE CHARTER SCHOOL
27 PROVIDES SUPPORTS TO STUDENTS IN PRE-KINDERGARTEN THROUGH

1 TWELFTH GRADE AND STUDENTS' FAMILIES TO IMPROVE MATHEMATICS
2 OUTCOMES. PROCEDURES MAY INCLUDE:

3 (a) IDENTIFYING STUDENTS WHO ARE BELOW GRADE LEVEL OR
4 STRUGGLING IN MATHEMATICS BASED ON ACADEMIC ASSESSMENTS
5 ADMINISTERED PURSUANT TO SECTION 22-7-1006.3;

6 (b) NOTIFYING THE PARENTS, GUARDIANS, OR LEGAL CUSTODIANS
7 IF A STUDENT IS BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS;

8 (c) PROVIDING PARENTS, GUARDIANS, OR LEGAL CUSTODIANS WITH
9 A LIST OF INTERVENTIONS AND ACCELERATION STRATEGIES TO ASSIST
10 WITH MATHEMATICS AT HOME, INCLUDING A STATE-ADVISORY LIST OF
11 CURRICULA OPTIONS DESCRIBED IN SECTION 22-2-146.5, REFERRALS FOR
12 MATHEMATICS TUTORING, OR OTHER INTERVENTION OPPORTUNITIES,
13 WHEN APPLICABLE;

14 (d) PUBLISHING MATHEMATICS CURRICULA ANNUALLY, INCLUDING
15 SUPPLEMENTAL CURRICULA OR INTERVENTIONS; AND

16 (e) IMPLEMENTING TRAIN-THE-TRAINER OR TRAIN-THE-PARENT
17 PLANS TO IMPROVE MATHEMATICS ACHIEVEMENTS FOR STUDENTS WHO
18 ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS; CHILDREN
19 WITH DISABILITIES, AS DEFINED IN SECTION 22-20-103; OR STUDENTS WHO
20 ARE ENGLISH LANGUAGE LEARNERS.

21 (3) IF AN INSTITUTE CHARTER SCHOOL ADOPTS PROCEDURES
22 PURSUANT TO THIS SECTION, A PARENT, GUARDIAN, OR LEGAL CUSTODIAN
23 MAY CONTACT THE INSTITUTE CHARTER SCHOOL IN WHICH THE PARENT'S,
24 GUARDIAN'S, OR LEGAL CUSTODIAN'S STUDENT IS ENROLLED TO REQUEST
25 ADDITIONAL MATHEMATICS INTERVENTIONS CREATED BY THE
26 DEPARTMENT PURSUANT TO SECTION 22-2-146.5 IF THE PARENT,
27 GUARDIAN, OR LEGAL CUSTODIAN DETERMINES THE STUDENT NEEDS

1 ADDITIONAL INTERVENTION SUPPORT.

2 **SECTION 4.** In Colorado Revised Statutes, **add 22-2-146.6** as
3 follows:

4 **22-2-146.6. Colorado academic accelerator grant program -**
5 **report - rules - definitions.** (1) AS USED IN THIS SECTION, UNLESS THE
6 CONTEXT OTHERWISE REQUIRES:

7 (a) "COLORADO ACADEMIC ACCELERATOR GRANT PROGRAM" OR
8 "GRANT PROGRAM" MEANS THE COLORADO ACADEMIC ACCELERATOR
9 GRANT PROGRAM CREATED IN SUBSECTION (2) OF THIS SECTION.

10 (b) "COMMUNITY-BASED ORGANIZATION" MEANS A PUBLIC OR
11 PRIVATE NONPROFIT ORGANIZATION OF DEMONSTRATED EFFECTIVENESS
12 THAT IS REPRESENTATIVE OF A COMMUNITY OR SIGNIFICANT SEGMENTS OF
13 A COMMUNITY AND PROVIDES EDUCATIONAL OR RELATED SERVICES TO
14 INDIVIDUALS IN THE COMMUNITY.

15 (c) "COMMUNITY LEARNING CENTER" MEANS AN ENTITY THAT
16 ASSISTS STUDENTS TO MEET THE RIGOROUS STATE ACADEMIC STANDARDS
17 BY PROVIDING STUDENTS WITH FREE ACADEMIC ENRICHMENT AND
18 SUPPORT ACTIVITIES AND A BROAD ARRAY OF OTHER ACTIVITIES DURING
19 NONSCHOOL HOURS, PERIODS WHEN SCHOOL IS NOT IN SESSION, OR DURING
20 EXTENDED LEARNING HOURS.

21 (d) "ELIGIBLE ENTITY" MEANS A LOCAL EDUCATION PROVIDER, A
22 COMMUNITY-BASED ORGANIZATION, AN INDIAN TRIBE OR TRIBAL
23 ORGANIZATION, ANOTHER PUBLIC OR PRIVATE ENTITY, OR A CONSORTIUM
24 OF TWO OR MORE AGENCIES, ORGANIZATIONS, OR ENTITIES.

25 (e) "EVIDENCE-INFORMED" MEANS A PROGRAM OR PRACTICE IN
26 MATHEMATICS THAT RELIES ON PEER-REVIEWED EVIDENCE TO ESTABLISH
27 A BASIS FOR ACCELERATING LEARNING. "EVIDENCE-INFORMED" INCLUDES

1 EVIDENCE-INFORMED CURRICULA, INTERVENTIONS, AND ASSESSMENT
2 OPTIONS.

3 (f) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, A
4 CHARTER SCHOOL AUTHORIZED BY A SCHOOL DISTRICT PURSUANT TO PART
5 1 OF ARTICLE 30.5 OF THIS TITLE 22, A CHARTER SCHOOL AUTHORIZED BY
6 THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO PART 5 OF ARTICLE
7 30.5 THIS TITLE 22, OR A BOARD OF COOPERATIVE SERVICES CREATED AND
8 OPERATED PURSUANT TO ARTICLE 5 OF THIS TITLE 22 THAT OPERATES
9 MORE THAN ONE PUBLIC SCHOOL.

10 (g) "STEM" MEANS THE COMBINATION OF THE DISCIPLINES OF
11 SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS.

12 (2) (a) THERE IS CREATED IN THE DEPARTMENT THE COLORADO
13 ACADEMIC ACCELERATOR GRANT PROGRAM. THE PURPOSE OF THE GRANT
14 PROGRAM IS TO CREATE COMMUNITY LEARNING CENTERS THAT:

15 (I) PROVIDE OPPORTUNITIES FOR FREE ACADEMIC ENRICHMENT
16 AND SUPPORT ACTIVITIES, WHICH MUST INCLUDE PROVIDING TUTORIAL
17 SERVICES TO HELP STUDENTS, PARTICULARLY STUDENTS WHO ATTEND
18 HIGH-NEEDS SCHOOLS, AS DETERMINED BY THE DEPARTMENT, TO MEET
19 RIGOROUS STATE ACADEMIC STANDARDS, SPECIFICALLY IN STEM AND
20 MATHEMATICS, AND TO INCREASE PROFICIENCIES IN MATHEMATICS
21 OUTCOMES; AND

22 (II) OFFER FAMILIES OF STUDENTS OPPORTUNITIES FOR ACTIVE AND
23 MEANINGFUL ENGAGEMENT IN STUDENTS' EDUCATION, INCLUDING
24 OPPORTUNITIES FOR MATHEMATICS LITERACY AND RELATED EDUCATIONAL
25 DEVELOPMENT.

26 (b) THE DEPARTMENT SHALL ADMINISTER THE GRANT PROGRAM.
27 AN ELIGIBLE ENTITY THAT RECEIVES GRANT MONEY PURSUANT TO THIS

1 SECTION SHALL USE THE GRANT MONEY TOWARD MEETING THE PURPOSES
2 SET FORTH IN SUBSECTION (2)(a) OF THIS SECTION. ELIGIBLE ENTITIES ARE
3 SELECTED FOR A GRANT THAT RUNS FOR A PERIOD OF THREE YEARS. IF A
4 COMMUNITY-BASED ORGANIZATION APPLIES, THE COMMUNITY-BASED
5 ORGANIZATION MUST BE EXPERIENCED IN OUT-OF-SCHOOL SUPPORTS AND
6 SHALL PARTNER WITH A LOCAL EDUCATION PROVIDER AS AN ELIGIBLE
7 ENTITY.

8 (c) THE DEPARTMENT SHALL IMPLEMENT A TIMELINE FOR THE
9 GRANT PROGRAM, WHICH MUST INCLUDE THE FOLLOWING:

10 (I) THE DATE THE DEPARTMENT SHALL ANNOUNCE THE GRANT
11 PROGRAM AND BEGIN ACCEPTING APPLICATIONS FROM ELIGIBLE ENTITIES;

12 (II) THE DATE BY WHICH AN ELIGIBLE ENTITY MUST SUBMIT AN
13 APPLICATION;

14 (III) THE DATE THE DEPARTMENT SHALL BEGIN DISTRIBUTING
15 GRANT MONEY TO THE GRANTEEES; AND

16 (IV) THE DATES AN ELIGIBLE ENTITY SHALL SUBMIT A REPORT TO
17 THE DEPARTMENT SUMMARIZING THE USE OF FUNDS PURSUANT TO THIS
18 SECTION, INCLUDING DATA ON THE ACADEMIC IMPROVEMENT OF STUDENTS
19 IN MATHEMATICS DISAGGREGATED BY RACE, ETHNICITY, GENDER, GRADE
20 LEVEL, DISABILITY, SOCIOECONOMIC STATUS, GEOGRAPHIC LOCATION, AND
21 ENGLISH LANGUAGE LEARNER STATUS.

22 (3) (a) THE DEPARTMENT SHALL PRIORITIZE ELIGIBLE ENTITIES
23 THAT:

24 (I) ADOPT INTERVENTION STRATEGIES DESCRIBED IN SECTION
25 22-32-118.6 OR 22-30.5-526.5;

26 (II) USE EVIDENCE-INFORMED PROGRAMS THAT BUILD STUDENT
27 SKILLS IN STEM AND MATHEMATICS;

1 (III) USE DIGITAL MATH ACCELERATOR PROGRAMS;

2 (IV) SERVE HIGH-NEEDS STUDENTS, AS DETERMINED BY THE
3 DEPARTMENT;

4 (V) TARGET STUDENTS WHO TRANSITION FROM ELEMENTARY
5 SCHOOL TO MIDDLE SCHOOL AND MIDDLE SCHOOL TO HIGH SCHOOL;

6 (VI) HAVE AN ESTABLISHED PRESENCE AND RELATIONSHIP IN THE
7 COMMUNITY; AND

8 (VII) HAVE DEMONSTRATED IN THE APPLICATION HOW THE
9 ELIGIBLE ENTITY WILL MEET THE NEEDS OF DIVERSE STUDENT
10 POPULATIONS.

11 (b) THE DEPARTMENT SHALL REVIEW THE APPLICATIONS
12 SUBMITTED PURSUANT TO SUBSECTION (2)(c)(II) OF THIS SECTION.

13 (c) THE DEPARTMENT SHALL NOT USE MORE THAN FIVE PERCENT
14 OF STATE FUNDS TO ADMINISTER THE GRANT PROGRAM, INCLUDING, BUT
15 NOT LIMITED TO:

16 (I) MONITORING AND EVALUATING GRANT PROGRAM ACTIVITIES;
17 AND

18 (II) PROVIDING TRAINING AND TECHNICAL ASSISTANCE.

19 (d) THE DEPARTMENT SHALL ENSURE ELIGIBLE ENTITIES USE
20 EVIDENCE-INFORMED CURRICULA AND INTERVENTIONS IN
21 MATHEMATICS AS IDENTIFIED BY THE DEPARTMENT PURSUANT TO SECTION
22 22-2-146.5, INCLUDING ANY STATE-PURCHASED CURRICULA OR DIGITAL
23 SOFTWARE FOCUSED ON MATHEMATICS.

24 (4) (a) ELIGIBLE ENTITIES SHALL USE GRANT FUNDS FOR FREE
25 ACADEMIC ENRICHMENT AND SUPPORT ACTIVITIES AND TUTORING
26 PROGRAMS WITH A FOCUS ON STEM AND MATHEMATICS, PARTICULARLY
27 FOR STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN

1 MATHEMATICS; CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION
2 22-20-103; AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

3 (b) ELIGIBLE ENTITIES MAY USE GRANT FUNDS TO:

4 (I) FACILITATE PROGRAMS TO ENGAGE COMMUNITIES TO SUPPORT
5 HIGH-NEEDS SCHOOLS, AS DETERMINED BY THE DEPARTMENT;

6 (II) CREATE MENTORSHIP PROGRAMS; AND

7 (III) PROVIDE OTHER ACADEMIC OR SOCIAL ENRICHMENT
8 OPPORTUNITIES, INCLUDING EXPERIENTIAL MATHEMATICS ACTIVITIES, TO
9 HELP ENSURE STUDENTS CAN MEET THE STATE'S RIGOROUS ACADEMIC
10 STANDARDS.

11 (c) IF A LOCAL EDUCATION PROVIDER RECEIVES A GRANT TO
12 BECOME A COMMUNITY LEARNING CENTER, THE LOCAL EDUCATION
13 PROVIDER SHALL PROVIDE FREE ACADEMIC ENRICHMENT AND SUPPORT
14 PROGRAMS, MENTORSHIP PROGRAMS, REMEDIAL EDUCATION PROGRAMS,
15 AND TUTORING SERVICES THAT ALIGN WITH THE STATE'S RIGOROUS
16 ACADEMIC STANDARDS.

17 (d) (I) IF A LOCAL EDUCATION PROVIDER IN PARTNERSHIP WITH A
18 COMMUNITY-BASED ORGANIZATION RECEIVES A GRANT TO BECOME A
19 COMMUNITY LEARNING CENTER, THE LOCAL EDUCATION PROVIDER SHALL
20 PROVIDE FREE ACADEMIC ENRICHMENT AND SUPPORT PROGRAMS,
21 MENTORSHIP PROGRAMS, REMEDIAL EDUCATION PROGRAMS, AND
22 TUTORING SERVICES THAT ALIGN WITH THE STATE'S RIGOROUS ACADEMIC
23 STANDARDS. THE LOCAL EDUCATION PROVIDER SHALL COORDINATE WITH
24 THE COMMUNITY-BASED ORGANIZATION TO SHARE DATA ON STUDENT
25 PERFORMANCE THAT IS RELEVANT TO EACH STUDENT'S PERFORMANCE IN
26 SCHOOL IN ACCORDANCE WITH THE FEDERAL "FAMILY EDUCATIONAL
27 RIGHTS AND PRIVACY ACT OF 1974", 20 U.S.C. SEC. 1232g, AS AMENDED,

1 AND THE "STUDENT DATA TRANSPARENCY AND SECURITY ACT", CREATED
2 IN ARTICLE 16 OF THIS TITLE 22.

3 (II) THE LOCAL EDUCATION PROVIDER SHALL COORDINATE WITH
4 COMMUNITY-BASED ORGANIZATION INSTRUCTORS TO:

5 (A) OFFER ACCESS TO RELEVANT DISTRICT OR STATE TRAINING
6 FOCUSED ON STEM AND MATHEMATICS INSTRUCTION, INCLUDING
7 TRAINING CREATED PURSUANT TO SECTION 22-2-146.5 (1); AND

8 (B) PROVIDE ACCESS TO DISTRICT OR STATEWIDE SOFTWARE
9 LICENSES FOR DIGITAL MATH ACCELERATOR PROGRAMS.

10 (5) THE STATE BOARD MAY PROMULGATE RULES FOR THE
11 IMPLEMENTATION OF THIS SECTION.

12 (6) (a) ON OR BEFORE JULY 1, 2024, THE DEPARTMENT SHALL
13 CONTRACT WITH A THIRD-PARTY EVALUATOR, IN ACCORDANCE WITH THE
14 "PROCUREMENT CODE," ARTICLES 101 TO 112 OF TITLE 24, TO REVIEW,
15 EVALUATE, AND DRAFT A REPORT SUMMARIZING THE FOLLOWING:

16 (I) THE IMPACT OF THE GRANT PROGRAM ON FINANCIAL SAVINGS
17 FOR PARENTS;

18 (II) DATA ON STUDENT ENGAGEMENT, DROPOUT RATES,
19 GRADUATION RATES, CHRONIC ABSENTEEISM, AND MOBILITY RATES;

20 (III) STUDENT ACADEMIC IMPROVEMENT IN MATHEMATICS,
21 INCLUDING DATA DISAGGREGATED BY RACE, ETHNICITY, GENDER, GRADE
22 LEVEL, DISABILITY, SOCIOECONOMIC STATUS, GEOGRAPHIC LOCATION, AND
23 ENGLISH LANGUAGE LEARNER STATUS; AND

24 (IV) THE DISAGGREGATED DATA OF ELIGIBLE ENTITIES SUBMITTED
25 TO THE DEPARTMENT PURSUANT TO SUBSECTION (2)(c)(IV) OF THIS
26 SECTION.

27 (b) THE DEPARTMENT SHALL COLLECT THE DATA REPORTED TO THE

1 DEPARTMENT BY ELIGIBLE ENTITIES PURSUANT TO SUBSECTION (2)(c)(IV)
2 OF THIS SECTION AND BY THE THIRD-PARTY EVALUATOR PURSUANT TO
3 THIS SUBSECTION (6).

4 (7) (a) NOTWITHSTANDING SECTION 24-1-136 (11)(a)(I), ON OR
5 BEFORE JANUARY 1, 2025, AND EACH JANUARY 1 THEREAFTER, THE
6 DEPARTMENT SHALL SUBMIT THE REPORT DESCRIBED IN SUBSECTION (6)
7 OF THIS SECTION TO THE EDUCATION COMMITTEES OF THE HOUSE OF
8 REPRESENTATIVES AND THE SENATE, OR THEIR SUCCESSOR COMMITTEES,
9 THE GOVERNOR, AND THE STATE BOARD.

10 (b) BEGINNING JANUARY 2025, THE DEPARTMENT SHALL REPORT
11 ON THE INFORMATION COLLECTED PURSUANT TO SUBSECTION (7)(a) OF
12 THIS SECTION AT THE DEPARTMENT'S ANNUAL HEARING HELD PURSUANT
13 TO THE "SMART ACT", PART 2 OF ARTICLE 7 OF TITLE 2.

14 (8) THE DEPARTMENT AND ELIGIBLE ENTITIES SHALL REPORT DATA
15 PURSUANT TO THIS SECTION IN COMPLIANCE WITH THE FEDERAL "FAMILY
16 EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974", 20 U.S.C. SEC.
17 1232g, AS AMENDED, AND THE "STUDENT DATA TRANSPARENCY AND
18 SECURITY ACT", CREATED IN ARTICLE 16 OF THIS TITLE 22.

19 (9) FOR THE 2023-24 BUDGET YEAR, THE GENERAL ASSEMBLY
20 SHALL APPROPRIATE TWENTY-FOUR MILLION FIVE HUNDRED THOUSAND
21 DOLLARS TO THE DEPARTMENT. THE DEPARTMENT SHALL HAVE THE
22 AUTHORITY TO SPEND FUNDS CONTINUOUSLY THROUGH THE 2026-27
23 BUDGET YEAR FOR THE PURPOSES OF THIS SECTION. ANY UNEXPENDED
24 FUNDS THAT REMAIN AT THE END OF THE 2026-27 BUDGET YEAR REVERT
25 BACK TO THE GENERAL FUND.

26 **SECTION 5.** In Colorado Revised Statutes, 22-11-304, **amend**
27 (3) introductory portion; and **add** (3)(a.7) as follows:

1 **22-11-304. Accredited with improvement plan - school district**
2 **or institute - plan contents - adoption.** (3) A district improvement plan
3 or an institute improvement plan ~~shall~~ MUST be designed to ensure that
4 the school district or the institute improves its performance to the extent
5 that, following completion of its next annual accreditation review, the
6 school district or the institute attains a higher accreditation category. At
7 a minimum, a district improvement plan or an institute improvement plan
8 ~~shall~~ MUST:

9 (a.7) IDENTIFY STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS
10 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND SET
11 OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT
12 THE SCHOOL DISTRICT OR THE INSTITUTE SHALL ATTAIN IN REDUCING THE
13 NUMBER OF STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
14 MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO
15 ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES
16 MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL
17 EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY
18 INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES,
19 AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR
20 CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS
21 ACCELERATOR PROGRAMS.

22 **SECTION 6.** In Colorado Revised Statutes, 22-11-305, **add**
23 (3)(a.7) as follows:

24 **22-11-305. Accredited with priority improvement plan - school**
25 **district or institute - plan contents - adoption.** (3) A district priority
26 improvement plan or an institute priority improvement plan must be
27 designed to ensure that the school district or the institute improves its

1 performance to the extent that, following completion of its next annual
2 accreditation review, the school district or the institute attains a higher
3 accreditation category. At a minimum, a district priority improvement
4 plan or an institute priority improvement plan must:

5 (a.7) IDENTIFY STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS
6 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND SET
7 OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT
8 THE SCHOOL DISTRICT OR THE INSTITUTE SHALL ATTAIN IN REDUCING THE
9 NUMBER OF STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
10 MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO
11 ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES
12 MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL
13 EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY
14 INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES,
15 AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR
16 CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS
17 ACCELERATOR PROGRAMS.

18 **SECTION 7.** In Colorado Revised Statutes, 22-11-306, **add**
19 (3)(a.7) as follows:

20 **22-11-306. Accredited with turnaround plan - school district**
21 **or institute - plan content - adoption.** (3) A district turnaround plan or
22 an institute turnaround plan must be designed to ensure that the school
23 district or the institute improves its performance to the extent that,
24 following completion of its next annual accreditation review, the school
25 district or the institute attains a higher accreditation category. At a
26 minimum, a district turnaround plan or an institute turnaround plan must:

27 (a.7) IDENTIFY STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS

1 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND SET
2 OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT
3 THE SCHOOL DISTRICT OR THE INSTITUTE SHALL ATTAIN IN REDUCING THE
4 NUMBER OF STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
5 MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO
6 ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES
7 MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL
8 EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY
9 INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES,
10 AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR
11 CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS
12 ACCELERATOR PROGRAMS.

13 **SECTION 8.** In Colorado Revised Statutes, 22-11-404, **amend**
14 (3) introductory portion; and **add** (3)(a.7) as follows:

15 **22-11-404. School improvement plan - contents.** (3) A school
16 improvement plan ~~shall~~ MUST be designed to raise the academic
17 performance of students enrolled in the public school and to ensure that
18 the public school, following the next annual performance review, attains
19 a higher accreditation category. At a minimum, each school improvement
20 plan ~~shall~~ MUST:

21 (a.7) IDENTIFY STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS
22 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND SET
23 OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT
24 THE PUBLIC SCHOOL SHALL ATTAIN IN REDUCING THE NUMBER OF
25 STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
26 MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO
27 ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES

1 MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL
2 EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY
3 INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES,
4 AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR
5 CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS
6 ACCELERATOR PROGRAMS.

7 **SECTION 9.** In Colorado Revised Statutes, 22-11-405, **add**
8 (4)(a.7) as follows:

9 **22-11-405. School priority improvement plan - contents.** (4) A
10 school priority improvement plan must be designed to ensure that the
11 public school improves its performance to the extent that, following
12 completion of the public school's next annual performance review, the
13 public school attains a higher accreditation category. At a minimum, a
14 school priority improvement plan must:

15 (a.7) IDENTIFY STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS
16 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND SET
17 OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT
18 THE PUBLIC SCHOOL SHALL ATTAIN IN REDUCING THE NUMBER OF
19 STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
20 MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO
21 ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES
22 MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL
23 EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY
24 INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES,
25 AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR
26 CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS
27 ACCELERATOR PROGRAMS.

1 **SECTION 10.** In Colorado Revised Statutes, 22-11-406, **add**
2 (3)(a.7) as follows:

3 **22-11-406. School turnaround plan - contents.** (3) A school
4 turnaround plan must be designed to ensure that the public school
5 improves its performance to the extent that, following completion of the
6 public school's next annual performance review, the public school attains
7 a higher accreditation category. At a minimum, a school turnaround plan
8 must:

9 (a.7) IDENTIFY STRATEGIES TO ADDRESS THE NEEDS OF STUDENTS
10 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS AND SET
11 OR REVISE, AS APPROPRIATE, AMBITIOUS BUT ATTAINABLE TARGETS THAT
12 THE PUBLIC SCHOOL SHALL ATTAIN IN REDUCING THE NUMBER OF
13 STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
14 MATHEMATICS AND TO INCREASE THE NUMBER OF STUDENTS WHO
15 ACHIEVE GRADE-LEVEL EXPECTATIONS IN MATHEMATICS. STRATEGIES
16 MAY INCLUDE TUTORING, INCLUDING PEER TUTORING; ADDITIONAL
17 EDUCATOR TRAINING; PERSONALIZED LEARNING MODELS, WHICH MAY
18 INCLUDE A COMBINATION OF IN-PERSON INSTRUCTION, ONLINE MODULES,
19 AND SELF-PACED LEARNING TECHNIQUES; OR SUPPLEMENTAL SUPPORTS OR
20 CURRICULA IN MATHEMATICS, INCLUDING DIGITAL MATHEMATICS
21 ACCELERATOR PROGRAMS.

22 **SECTION 11.** In Colorado Revised Statutes, 22-14-109.5,
23 **amend (4); and add (7.5)** as follows:

24 **22-14-109.5. Ninth-grade success grant program - created -**
25 **criteria - use of grant money - report - rules - definitions - repeal.**
26 (4) (a) The department shall review each of the applications received
27 pursuant to this section and recommend to the state board applicants to

1 receive grants and the amount, duration, and grant match amount of each
2 recommended grant. Beginning in the 2019-20 budget year, the state
3 board, subject to available appropriations, shall award the grants, taking
4 into consideration the recommendations of the department. In awarding
5 a grant, the state board shall specify the amount and duration of the grant
6 and the amount of the grant match, including any type of in-kind
7 contribution, that the grant recipient must provide.

8 (b) The department and the state board, in recommending and
9 awarding grants, shall prioritize applicants that:

10 (I) Have a four-year graduation rate that, over the preceding three
11 school years, has consistently ranked within the lowest twenty percent of
12 the four-year graduation rates for public high schools in the state;

13 (II) PROPOSE PROGRAMMING FOCUSED ON EVIDENCE-INFORMED,
14 AS DEFINED IN SECTION 22-2-146.6, MATHEMATICS SKILLS, INTERVENTION
15 STRATEGIES, AND ACCELERATION STRATEGIES, INCLUDING A FOCUS ON
16 STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
17 MATHEMATICS; AND

18 (III) HAVE ACADEMIC ACHIEVEMENT LEVELS IN MATHEMATICS
19 THAT ARE CONSISTENTLY RANKED THE LOWEST FOR PUBLIC HIGH SCHOOLS
20 IN THE STATE, AS DETERMINED BY THE DEPARTMENT.

21 (c) To the extent practicable, the state board shall also ensure that
22 the grant recipients vary in student population size and are located in
23 urban, suburban, and rural areas throughout the state.

24 (d) THE DEPARTMENT SHALL NOT USE MORE THAN FIVE PERCENT
25 OF STATE FUNDS TO ADMINISTER THE GRANT PROGRAM.

26 (7.5) FOR THE 2023-24 BUDGET YEAR, THE GENERAL ASSEMBLY
27 SHALL APPROPRIATE ONE MILLION SIX HUNDRED THOUSAND DOLLARS

1 FROM THE GENERAL FUND TO THE DEPARTMENT FOR PURPOSES OF THE
2 PROGRAM.

3 **SECTION 12.** In Colorado Revised Statutes, 23-1-121, **add**
4 (2)(g) as follows:

5 **23-1-121. Commission directive - approval of educator**
6 **preparation programs - review - report - legislative declaration.**

7 (2) The commission shall adopt policies establishing the requirements for
8 educator preparation programs offered by institutions of higher education.
9 The department shall work in cooperation with the state board of
10 education in developing the requirements for educator preparation
11 programs. At a minimum, the requirements must ensure that each
12 educator preparation program complies with section 23-1-125, is
13 designed on a performance-based model, and includes:

14 (g) A REQUIREMENT THAT CANDIDATES FOR AN ELEMENTARY
15 EDUCATION ENDORSEMENT, A MIDDLE SCHOOL MATHEMATICS
16 ENDORSEMENT, OR A SECONDARY MATHEMATICS ENDORSEMENT ARE
17 TRAINED IN EVIDENCE-INFORMED PRACTICES IN MATHEMATICS, AS
18 DEFINED IN SECTION 22-2-146.6, INCLUDING INTERVENTIONS TO HELP
19 STUDENTS WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN
20 MATHEMATICS; CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION
21 22-20-103; AND STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

22 **SECTION 13.** In Colorado Revised Statutes, 23-78-104, **amend**
23 (1) as follows:

24 **23-78-104. Educator preparation program - best practices -**
25 **guidelines - report.** (1) (a) The department of higher education and the
26 department of education, in collaboration with the deans of the schools
27 of education in Colorado institutions of higher education, or their

1 designees, shall review research and practices from other states and other
2 countries to identify best practices in providing educator preparation
3 programs, including:

4 (I) Effective curricula, teaching teacher candidates the science of
5 teaching reading and strategies to ensure all students learn to read, course
6 scope and sequence, and timing of and effective practices in providing
7 clinical practice; AND

8 (II) EFFECTIVE CURRICULA AND INTERVENTIONS, TEACHING
9 CANDIDATES FOR AN ELEMENTARY EDUCATION ENDORSEMENT, A MIDDLE
10 SCHOOL MATHEMATICS ENDORSEMENT, OR A SECONDARY MATHEMATICS
11 ENDORSEMENT INTERVENTIONS AND STRATEGIES TO HELP STUDENTS
12 WHO ARE BELOW GRADE LEVEL OR STRUGGLING IN MATHEMATICS;
13 CHILDREN WITH DISABILITIES, AS DEFINED IN SECTION 22-20-103; AND
14 STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

15 (b) The departments and deans, or their designees, shall work with
16 persons who implement alternative teacher programs, local education
17 providers, teachers, and other interested parties in identifying the best
18 practices. No later than January 1, 2020, the departments shall jointly
19 adopt guidelines to assist educator preparation programs in adopting and
20 implementing the best practices, including best practices to ensure that
21 teacher candidates are well trained to teach students to read.

22 **SECTION 14.** In Colorado Revised Statutes, 26.5-4-205, **amend**
23 (2)(e) and (3)(a)(III); and **add** (3)(a)(III.5) as follows:

24 **26.5-4-205. Quality standards - evaluation - support.** (2) At a
25 minimum, the quality standards established in rule must include:

26 (e) Requirements for continuing professional development for
27 teachers employed by a preschool provider, which must be focused on

1 improving teacher-child interactions and quality of instruction, including
2 improving fidelity in implementing evidence-based curricula and student
3 outcomes, and may allow for training in **DEVELOPMENTALLY**
4 **APPROPRIATE** early NUMERACY, language, and literacy development, and
5 the science of reading that is appropriate for early childhood education
6 and comparable to the training required for early grade teachers pursuant
7 to the "Colorado READ Act", part 12 of article 7 of title 22. The
8 department shall work with the department of education to allow, to the
9 fullest extent possible, a teacher who is licensed by the department of
10 education to use the professional development required to renew the
11 teaching license to also meet the professional development requirements
12 established by the department for teachers employed by a preschool
13 provider.

14 (3) (a) Using the procedures specified in subsection (3)(b) of this
15 section, the department shall create a resource bank of preschool curricula
16 for use by preschool providers. The resource bank may include only
17 curricula that, at a minimum:

18 (III) Promote literacy, as developmentally appropriate, based on
19 the science of reading by providing language development, including
20 speech sounds, vocabulary, grammar, and use, and providing
21 developmentally appropriate instruction to support children's success in
22 early elementary grades when receiving instruction pursuant to the
23 "Colorado READ Act", part 12 of article 7 of title 22, in the areas of
24 phonemic awareness; phonics; vocabulary development; reading fluency,
25 including oral skills; and reading comprehension; ~~and~~

26 (III.5) PROMOTE **DEVELOPMENTALLY APPROPRIATE** EARLY
27 NUMERACY; AND

1 **SECTION 15. Appropriation.** For the 2023-24 state fiscal year,
2 \$26,694,530 is appropriated to the department of education. This
3 appropriation is from the general fund. To implement this act, the
4 department may use this appropriation as follows:

5 (a) \$594,530 for math educator training and improvement
6 planning, which amount is based on an assumption that the department
7 will require an additional 3.2 FTE;

8 (b) \$24,500,000 for the Colorado academic accelerator grant
9 program, which amount is based on an assumption that the department
10 will require an additional 2.6 FTE; and

11 (c) \$1,600,000 for the ninth grade success grant program, which
12 amount is based on an assumption that the department will require an
13 additional 1.2 FTE.

14 **SECTION 16. Safety clause.** The general assembly hereby finds,
15 determines, and declares that this act is necessary for the immediate
16 preservation of the public peace, health, or safety.